

English Version

IQRA'

The Quick Method of Learning To Read AL-QURAN

Rasmul Utsmani

USTAZ HAJI AS'AD HUMAM



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DARUL KITAB

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Compiler
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PREAMBLE

I would like to congratulate Darul Kitab for their success in publishing this book "IQRA' The Quick Method of Learning to Read Al Quran". This book was completely edited by the panel of tashih from the Ministry of Education Malaysia.

This method of learning to read Al Quran was arranged by Ustaz Haji As'ad Humam from Yogyakarta, Indonesia. After a thorough research, the Ministry of Education Malaysia have decided to adopt this method as a teaching guide for reading the Al Quran in all primary schools throughout Malaysia. This method was identify to be very effective in helping student to read Al Quran in a short period of time successfully. Besides Malaysia, this method was also adopted as one of the method in reading Al Quran by ASEAN countries.

Iqra' method emphasis the teaching of reading Al Quran through the phonic method as how Jibril thought Prophet Muhammad (PBUH) to read Al-Quran and Prophet Muhammad (PBUH) later thought his family and companions the same method in reading Al Quran. This method was known as "*Talaqqie Musyafahah* " which will help children age from four to seven years old reading Al Quran in a short period of time excellently.

Based on thorough research conducted by the Ministry of Education Malaysia, this book was found to be very effective and aligned with the KBSR curriculum. It will also benefit Malaysian Muslims community in the effort to practice the reading of Al Quran as a way of life. I believed and confident that this book will help student in all primary and secondary school in reading Al Quran.

Finally, I would like to congratulate the publisher and heartiest thank for their commitment and cooperation given to the Ministry of Education Malaysia in the effort to eliminate the illiteracy of Al Quran among student. I hope that this continuous effort will be achieved successfully.



(DATO' SRI MOHD. NAJIB)

FOREWORD

Alhamdulillah, the effort to tackle Al Quran illiteracy in Indonesia has been a success, be it with collaborative support from all sides be it from the Ulil Amri, Ulil Amwal, Ulil Albab or even the public.

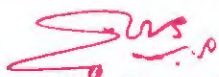
The problem of Al Quran illiteracy amongst Indonesian Muslims is very serious. The quest for new methods and the most practical yet easy system is serve as a teaching guide to read the Al-Quran and is suitable for all levels of the community is an ongoing process.

In 1988, the compilation of the book "*IQRA' The Quick Method of Learning to Read Al-Quran* " was completed. This book is actually an extension and improvement of the Baghdadiyah method. In a trial run, the book of six volumes was found to be effective, easy and practical for all ages. Since 1992, *alhamdulillah*, the book has had been the major guide for teaching Al-Quran recital amongst the Indonesian Muslims at home.

This book has been adopted by the Ministry of Education Malaysia as a teaching guide for reading the Quran in all primary schools, certain secondary schools and institutions throughout the country. This makes us very happy and proud.

We wish to convey our heartiest thank you to the Government of Malaysia in taking this wise step. It is our hope that this collaborative effort and cooperation will receive *redha* and *tawfiq* from Allah the almighty and also strengthen the *Ukhuwah Islamiyah* between Indonesia and Malaysia, amen.

Yogyakarta, Januari 1997



Property Inheritance Administrator
Allayarham Haji As'ad Humam

PUBLISHER'S PREFACE

Praise be to Allah, the Lord of the worlds and peace be upon the noblest of all the messengers our Prophet Muhammad (PBUH), his family and his companions.

By the grace of Allah, we have made the effort to published this book " *IQRA' The Quick Method of Learning to Read Al-Quran* ". This success is not only that of the author and publisher, but it is also the success of the Muslims community in Malaysia. At the moment, Malaysia is trying very hard to inculcate Islam as an Ad-Din (the way of life), which would not be understood properly if the people were still Al Quran illiterate.

Hence, the publish of this book would also contribute to the effort in motivating and guiding students and teachers in the process of learning Al Quran as a key factor in meeting the future challenge. This is because Al Quran lighten one's life, not only in Dunia but also in Akhirah, as the noblest messenger our Prophet Muhammad (PUBH) once said to Abu Dzar :

"Be perseverance in taqwa to Allah, for it is the basis of anything that you do. Be consistent in reciting Al-Quran because in doing so, it can enlightens your life not only in this world but also in the hereafter"

We hope that this book which comprises of six volumes, would benefit and giving necessary guidance in learning to read the Al Quran.

Publisher
Darul Kitab Sdn Bhd

TEACHING GUIDE : BOOK 2

1. All steps in guidance for teaching book 1, will be used in book 2.
2. Alphabets in book 1, can be repeated in book 2 in order to more competent.
3. Teacher may not need to explain the alphabets which are joint together, example : ب , بَصْرَ in the front, and ب , خَطَبَ in the end, ب , صَبْرَ in the middle; because normally the students can read them.
4. Starting from page 14, teacher can introduce the “*Mad*” reading in order to differentiate between the long and short reading.
5. Jointed alphabets can be read disjointedly.
6. Starting from page 14, if students are still confuse in long and short reading, teacher should advice them not to do so.

TASHIH

***The
Contents of
This Book Have Been
Checked, Corrected By The
Author, And Tashih By The
Ministry of Education
Malaysia.***



Panel of Tashih From The Ministry of Education

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Abdullah Bin Salleh

Abd. Rahman Bin Hussin

Abu Bakar Bin Abd. Rashid

Che Mah Binti Salleh

Mahiya Binti Mahmud

بَ ت = بَ ت بَ د = بَ د

تَ ر = تَ ر تَ و = تَ و

تَ ت تَ د بَ ر بَ و

بَ ب بَ د تَ ر تَ ز

بَ ت تَ د تَ ث زَ ث

بَ أ بَ آ تَ أ تَ آ

تَ ب تَ ر بَ ر تَ و

طَ ه جَ م كَ ن سَ ع

نَ = نَ نَ بَ = نَبَ

نَنَنْ نَنْنَ نَبَبَ بَنْنَ

نَبَتَ بَنَتَ تَبَنَ نَتَبَ

رَبَنَ بَنَرَ بَدَنَ نَبَدَ

بَدَرَ نَذَرَ ذَهَبَ وَنَذَ

ذَرَحَ نَزَعَ نَبَأَ نَبَأَ

ثَبَتَ تَثَبَ وَنَأَ نَوَفَ

بَدَنَ دَنَتَ وَنَنَ نَوَنَ

يَ = يَ... يَ تَ يَتَ

رَبِّ يَبْرَ رَنَى يَنرَ

بَيْنَ نَبَى يَدَنَ دَنَ

ذَهَبَ نَزَلَ نَذَرَ يَدَى

أَزَعَ بَتَرَ زَيْنَ زَنَى

أَثَثَ ثَنَأَ يَأَبَ أَيْتَ

رَزَقَ نَظَرَ أَتَى وَنَدَ

يَيَّ فَتَى سَيَّلَ يَسَّرَ

جَ رَجَرَ حَجَرَ

بَجَ جَبَ خَدَ نَدَ

شَجَ هَوَ خَزَ يَتَ

نَجَ حَى جَسَ يَشَ

مَثَ رَصَ يَضَ خَطَ

ظَنَ دَعَ غَزَ نَفَ

يَقَ جَكَ خَلَ يَى

هَذَ يَتَمَ نَجَحَ جَى

سَدَ = سَدَ شَرَّ = شَرَّ

صَدَّ = صَدَّ ضَرَّ = ضَرَّ

سَنَ بَسَ شَتَّ مَسَّ

شَرَّ صَحَّ نَمَّ عَذَّ

سَيَّ مَلَّ غَوَّ شَقَّ

نَظَّ ضَفَّ طَهَّ نَزَّ

قَلَّ خَشَّ نَدَّ صَدَّ

جَمَّ شَأَّ يَيَّ يَصَّ

عَدَّ = عَدَّ بَعَّ = بَعَّ

بَعَّ = بَعَّ

رَعَتْ تَعَرَّ عَاتَر رَتَعَ

عَبَّصَ صَبَبَ يَغَضُّ غَضَّ

حَذَرَ جَعَلَ شَطَاكَ نَبَغَ

غَيَزَ ثَغَفَ عَتَقَ مَنَعَ

ثَقَلَ نَظَمَ رَهَقَ وَسَعَ

عَزَلَ نَعَسَ غَوَضَ يَغُضُّ

غَاغَ حَدَمَ خَطَبَ رَخَقَ

عَظَمَ صَرَفَ عَنَقَ يَسَعَ

وَجَدَ شَخَلَ غَسَقَ ضَكَّ

IF READING IS ALWAYS WITH LONG BREATH MAY BE
DUE TO DISTRACTION OF THE NEXT ALPHABETS,
THEN READ ACCORDING TO SYLLABLE

طَلَبَ أَخَذَ وَضَعَ طَجَرَ

عَبَسَ بَتَقَ فَتَحَ ذَطَعَ

صَعَدَ طَعَنَ ثَبَرَ غَضَبَ

غَزَرَ حَسَنَ نَشَطَ رَجَعَ

نَفَقَ نَفَقَ

فَقَمَ = فَقَمَ قَفَلَ = قَفَلَ

فَرَّغَ نَفَلَ قَبَحَ وَقَعَ

فَصَحَ جَرَمَ وَزَكَ تَذَرُ

هَيَّجَ يَخْضُ شَرَعَ نَظَفَ

يَدَكَ ضَغَطَ ثَقَلَ شَفَعَ

عَظَمَ يَسَرَ طَبَقَ نَفَرَ

عَقَمَ فَرَدَ فَرَشَ بَعَى

سَأَلَ نَصَحَ بَيَعَ يَقِنَ

عَطَدَ بَرَزَ وَقَبَ صَرَفَ

خَرَجَ سَفَقَ ذَهَبَ جَعَلَ

MAY BE READ ACCORDING TO SYLLABLE EVEN
THOUGH THE ALPHABETS ARE JOINED

غَسَقَ فَتَكَ وَضَعَ نَفَسَ

بَعَثَ خَتَمَ سَفَلَ حَشَرَ

شَطَرَ جَزَعَ فَقَدَ نَظَمَ

غَفَكَ صَعَبَ وَسَقَى حَيْثَ

كَتَبَ = كَتَبَ

سَكَتَ = سَكَتَ = سَكَتَ

كَذَبَ أَكَلَ حَكَمَ تَرَكَ

كَفَرَ نَقَضَ نَكَحَ فَتَى

كَذَرَ حَفَظَ زَكَأَ خَطَى

كَتَمَ خَرَبَ ثَنَأَ مَعَكَ

كَشَفَ غَسَقَ وَثَرَ فَصَلَ

كَظَمَ خَذَكَ هَكَذَا يَدَكَ

READ IT SHORT

لَ لَنَاءَ اَ

لَبَّ دَ = لَبَدَّ لَ أَ = لَأَ = لَاءَ

جَلَّ جَلَلٌ لَّا أَجَلَ

لَسَّأَلْ لَضَلَّلْ لَنَبَأْ

وَمَالًا ۖ لَّأَكَلَ فَلَعًا

لَسَاكَ وَخَطَاً وَكَأُ

سَأَلَكَ لَأُؤَمَّ وَحَلَلْ

جَمْعٌ = جَمْعٌ

عَمَدٌ صَمَدٌ ظَلَمَ لَأَخَذَ

هَمَزٌ نَفَحَ غَنَمَ لَأَسَدَ

يَمَنٌ بَلَغَ ظَمَأَ لَأَمَرَ

كَمَدَ طَمَعَ ضَوَى لَأَقَمَ

زَمَلَ صَنَعَ مَلَكَ لَأُذِنَ

هَجَمَ كَذَبَ هَشَمَ لَأَجَلَ

ضَحَمَ لَثَمَ قَلَمَ لَأَكَلَ

نَ هَرَ = نَهَرَ

شَ هَدَ = شَهَدَ هَلَ كَ = هَلَكَ

رَهَقَ كَهَنَ سَهَى لَأْلَفَ

دَهَشَ كَهَلَ حَيَّمَ لَأْخَذَ

لَهَبَ عَهَدَ ظَهَرَ لَأْجَزَ

طَلَعَ قَهَرَ هَمَسَ لَأْفَلَ

مَنَعَ أَكَلَ سَيَّبَ زَكَّى

مَكَثَ شَهَرَ سَحَرَ سَجَدَ

(١) IF NECESSARY, ALIF CAN BE INTRODUCED

بَا = READ IT LONG

بَا =

مَا هَا ذَا لَا كَا نَا رَا

بَاتَ تَابَ ثَابَ نَارَ

تَنَ تَانَ نَتَ نَاتَ

يَبَ يَابَ بَيَ بَايَ

بَيْنَ بَايْنِ بَيَانِ بَايْنَا

عَبَدَ عَابَدَ عَبَادَ عَابَدَا

رَحِمَ رَاحِمَ رَحَامَ رَاحِمَا

READING MUST BE CLEAR TO DIFFERENTIATE
WHICH IS TO BE READ LONG AND SHORT

IT IS BETTER TO READ IN NASYID STYLE

ثَابِتَ ثَبَاتَ ثَبَاتَا ثَابِتَا

زَابَدَ زَبَادَ زَبَادَا زَابَدَا

تَاوَبَ تَوَابَ تَوَابَا تَاوَبَا

جَاهَدَ فَاعَلَ ثَاقَلَ كَاتَبَ

نَاسَأَ طَالَبَ غَارَوُ عَالَمَ

حَاسَدَ نَاعِمَ لَاهَبَ ضَالَلَ

نَانَا نَنَانِ نَنَنَانِ نَنَانِ

أَصَابَ أَعَادَ أَفَاقَ ذَاكَرَ

شَاءَ أَقَامَ أَفَاضَ أَمَانَ

غَاسَقَ قَاتَلَ وَاعَدَ جَامَعَ

لَاثَرَ

MIS READING OF
LONG - SHORT IS A
SERIOUS MISTAKE

لَاخَلَاقَ

فَمَنَعَ

لَاأَخَذَ

نَبَذَ حَلَلَ بَلَغَ زَاهَقَ

أَفَلَا غَمَدَ مَلَكَا فَلَهَا

تَشَابَهَا مَاَعَرَفَا وَسَلَامَ

ثَشَّاعٌ أَحْهَقْخَغٌ ذَظَضٌ

THE LONG - SHORT READING DISCIPLINE
IS VITAL ! SO ... BE CAREFUL

عَقْدًا كَسَبًا خَتَمًا صَمَدًا

بَعَثًا غَفَلًا خَلَفًا نَصَرًا

خَاطَبًا مَالَهَا بَايَنًا كَاسِبًا

خَالَطَ عَاظَمًا نَاشَرَ عَارِضًا

لَأَعَزَّ لَأَشْرَ لَأَمِّنَ

فَتَقَابَلَ أَمَانَتَهَا فَأَمَاتَهَا

هَالِكٌ هَلَكْنَا فَهَلَكَ

قَاتَلَ قَتَلْنَا فَقَتَلَا

ضَارَبَ ضَرَبْنَا فَضَرَبَا

هَادِمٌ هَدَمْنَا فَهَدَمَا

صَارَعَ صَرَعْنَا فَصَرَعَا

هَاجِمٌ هَجَمْنَا فَهَجَمَا

قَاوَمَ قَوْمَنَا فَقَوْمَا

رَاذِلٌ رَذَلْنَا فَرَذَلَا

نَجَحَ = نَجَحَ = نَجَحَ

عَجَلَ سَخَرَ لَحَدَ فَتَحَ

لَحَمَ نَقَصَ مَطَرَ حَضَرَ

مَعَهَا فَتَحَا وَعَفَا أَخَذَ

أَجَلَ سَلَفَ أَبَدَ نَجَسَ

مَقَامَ عَجَبًا مَتَاعَ بَنَانَ

حَمَلَ فَلَحَ غَلَبَ شَجَرَ

لَأَخَذَ مَلَكَتَا لَأَصَابَ

PAY ATTENTION
TOO LONG - SHORT READING

مَفَاذَهَا لَنَظَرًا وَلَا لَنَا

أَقَامَهَا تَنَازَعًا طَعَامَهَا

فَهَلَكَ لَبَعَثَ وَهَمَشَ

فَقَاتَلَا مَدَكْنَا فَصَحَّهَا

لَاخَذَ ظَهَرَهَا صَوَابَهَا

لَحَرَامَ لَمَعَّاشَ فَتَمَّارَ

مَا سَكَنَ لَا غَضَبَ لَا سَعَدَ

هَآ = هَآ هَآ = آَ - آَ

آَادَمَ آَامَنَ وَهَذَا بَنَاهَا

وَذَآكَ نَاعِمَ غَسَالَ آَايَاتَ

نَابَتَ جَاوَزَ كَسَبَا فَارَضَ

جَامَعَ خَاطَبَ وَكَانَا تَلَّهَا

يَدَانَا ظَهَرَهَا طَحَّهَا بَنَاهَا

وَذَاتَ مَقَامَ أَثَابَ مَعَابَ

سَمَوَاتَ وَخَطَأَ صَلَاتَهَا

سَبَّحِي

وَعَاتِي فَاَوِي يَتَمَي فَنَادِي

فَهْدِي وَعَمِي لَعَلِي فَقَضِي

نَمَارِي خَطَايَا فَتَلَوِي دَحَاهَا

خَالَطَ صَوَابَ فُطَاوَلَ تَبَارَكَ

مَكَانَ وَخَافَ غَمَامَ شَهَادَ

مَالِهَا تَعَالَى عَصَايَ نَصْرِي

أَتَتْهَا نَهَهَا تَلَّهَا

رَمَى رَمِيَا رَامَى رَمَايَا

بَاعَ بَيْعًا بَايَعَ بَيَاعًا

قَامَ قَوْمًا قَاوَمَ قَوَامًا

دَامَ دَوْمًا دَاوَمَ دَوَامًا

عَانَ عَنِيَا عَانَى عَنَايَا

زَادَ زَدِيَا زَادَى زَدَايَا

حَالَ حَلَوًا حَالَوَ حَلَاوًا

قَالَ قَلَوًا قَالَوَ قَلَاوًا

NOTE : The following are examples for the practice of long - short reading only. This includes evaluation examples.

لَمَّا = لَمَّا

وَمَانَهَا وَلَمَّا فَجَزَهَا

ضَرَبَتَا فَحَفَظَ جَمَعَمَا

سَقَى لَهَا وَلَمَقَ فَأَفَلَا

فَرَّاشَهَا وَلَمَطَ لَطَلَعَا

تَنَازَعَا فَخَفَفَ نَذَرَكََا

وَمَابَنَى وَلَمَحَ ذَنَبَهَا

وَنَاقَهَا وَشَفَقَ نَبَذَهَا

لَمَسَ جَعَالَ نَبَاتًا

غَفَرَ نَهَارَ مَعَاشًا

غَفَرَ نَهَارَ مَعَاشًا

لَمَطَ حَكَمًا رَهَادَ

لَبِثَ أَصَابَ غَسَاقًا

نَظَرَ خَطَايَ مَعَابَا

لَمَزَ أَتَكَ شَرَابَا

مَلَكَ قَبَاضَ هَدَانَا

يَدَهَا شَهَادَتَا فَتَعَالَى

لَمَّا طَا لَفَارَغَا وَمَتَاعَا

أَثَاتَا لِأَذَنَ فَمَقَامَا

لَكَانَا حَيَوَاتَهَا لِأَعَاَزَا

لَمَّا قَا وَعَاثَرَا فَصَوَابَا

فَنَادَى طَهَارَهَا وَكَظَامَا

وَكَانَ زَكَوَاتَهَا لِيَدَاهَا

لَخَافَا لِأَشَرَ لَضَلَالَا

لَا مَعَكَ عَجَبًا وَصَعَدَا

لَا صَبْرَ شَطَطًا لَفَسَلَا

مَا فَضَلَا حَرَسَا فَعَدَقَا

مَا حَسَنَ قَعَدَا وَأَمَدَا

لَا زَهَقَ رَصَدَا فَهَرَبَا

مَا عَظَمَ شَهَدَا وَثَقَلَا

لَا مَرَضَ رَهَقَا فَهَجَرَ

مَا غَدَقَ خَطَبَا فَسَجَدَا

لَأَذَبَ وَلَمْ وَسَقَهَا

وَنَاطَرَ فَحَدَّثَ لَشَرَابَا

بَنَانِكَ لَفَسَقَ وَضَلَّالَا

وَحَافِظَ فَخَضِرَ فَخَسَارَا

لَذَاكَرَ لَمَعَكَ وَنَصَارَا

وَعَاخَرَ فَغَفَرَ فَلَزَادَ

أَمَامَكَ وَنَبَذَ لَخَطَايَا

تَدَارَكَا يَظْهَرُ لَا زَاغَا

ATTENTION :

DIFFERENTIATE CLEARLY THE SOUND OF
ALPHABETS AND ITS LONG - SHORT READING

ثَاشْ سَاشْ سَاثْ صَاثْ

شَاءْ ءَاهْ ءَاعْ حَاهْ

قَاخْ خَاغْ كَاقْ تَاطْ

يَاَزْ زَاَجْ زَاَذْ ذَاَطْ

ظَاَضْ ضَاَظْ ظَاَضْ ظَاَضْ

ءَا عَا هَا حَا خَا قَا غَا .. غَا

قَالَ لَا تَخَافَا مَا وَعَدْنَا صَبِرْ

EVALUATION FOR BOOK 2
IF THE MAHHRAJ OF ALPHABETS ARE
CORRECTLY READ, PROCEED TO BOOK 3

ثَابَتَ عَاذَانَ صَافَا خَطَايَا

زَوَابَ هَمَزَ خَلَفَاتَا لَخَذَلَا

لَعَنَ عَالَفَ حَكَمَا لَجَمَاعَ

غَلَّظَ فَتَقَى زَذَارَا قَلْبَايَا

فَطَاغَى يَتَمَى لَمَكَا لَأَطَاعَ

شَهَادَ فَقَضَى حَوَايَا بِنَانِكَ

مَلَأَ عَجَالَ أَلَلْ وَلَمَمَا

(After Finish Teching And Learning)

Student Name :

School : Class :

[illegible]

بَيِّنْتُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلِمَهُ

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